

Objectives

The primary objective of this paper is to review and critically analyze the current research available on language assessment and intervention for Canadian Aboriginal children and determine what a culturally appropriate approach entails.

Methods

Search Strategy

Articles related to the topic of interest were found through the following online databases: PubMed, Google Scholar, and the Canadian Journal of Speech-Language Pathology and Audiology (CJSLPA). The following keywords were used to search the databases: [speech and language] (for PubMed and Google Scholar) AND [assessment] OR [intervention] AND [First Nations] OR [Aboriginal] AND [Canada] AND [child*].

Selection Criteria

Papers were selected when they met the following criteria:

- 1) studies on language intervention or assessment approaches for First Nations or Aboriginal children in Canada,
- 2) studies suggesting a culturally competent approach,
- 3) studies that came from a speech-language pathology approach.

Studies were excluded when they focused on non-Canadian Aboriginals, i.e. Australian, did not specifically focus on assessment or intervention approaches.

implications of this study are equivocal, and the clinical bottom line of this paper was rendered suggestive.

Expert Opinion

These studies can provide valuable information as the knowledge comes from individuals with many years of practice and real-life experience with the population. These individuals often have great insight into the direction of change and growth in their specific field of study. Expert opinions are especially important when there is limited research being conducted in such a field. However, individuals need to be cautioned when accepting the information as it can be subjective and bias as it lacks sufficient research protocols to back up the evidence. This is particularly true in the very diverse Aboriginal population.

Eriks-Brophy (2014) provided an in-depth critical evaluation of the strengths and limitations of the various forms of language assessment of Canadian Aboriginal children. The information expressed in this expert opinion paper was collected and gathered from extrapolations from the literatures, interactions with experienced clinicians in this population, and the author's own personal experiences. The author outlines the Aboriginal context and the need for clinicians to consider the child's cultural background when conducting a language assessment. The paper then goes on to make a specific evaluation of each form of language assessment for the population of interest and subsequently, recommendations for its use.

The paper asserts that standardized assessment measures, such as standardized tests and published questionnaires and rating scales, possess great limitations when used with Aborig

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